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San Diego, Calif.

San Diego had many depressed urban areas with a high incidence of social, economic and physical deterioration. The disadvantaged youngsters often came from broken homes; many became dropouts and juvenile delinquents.

The goals for the San Diego pilot project in compensatory education were 1) to improve individual competency in the communication skills; 2) to improve students' self-image; 3) to aid students in relating their abilities and interests to life goals; 4) to develop teacher understanding of project students; 5) to increase parent's aspiration levels for children and their participation in educational program; and 6) to provide preschool experience and parent participation in adult classes for those from underprivileged areas. Three elementary and two junior high schools were selected; three additional schools were designated as control schools. Many adjustments were made to meet the special needs of the project students in curriculum and counseling. A much wider variety of real and visual experiences than is usual was provided for the educational, occupational and cultural needs of students. Special materials, particularly audio-visual, were provided. Individual and group counseling actively involved the student in planning for himself. Outside speakers from different ethnic groups improved students' self-images and aspiration levels. There was a benefit in encouraging an experimental attitude in the teachers. In-service education of the staff was important. Teachers were involved in planning and implementation of the counseling program. Staff members felt that smaller classes and fewer instructional hours were needed in order to plan and provide better instruction. Increased resource staff was effective and essential. Preschool experiences were valuable to both parent and child; the need for community agencies' involvement was stressed.

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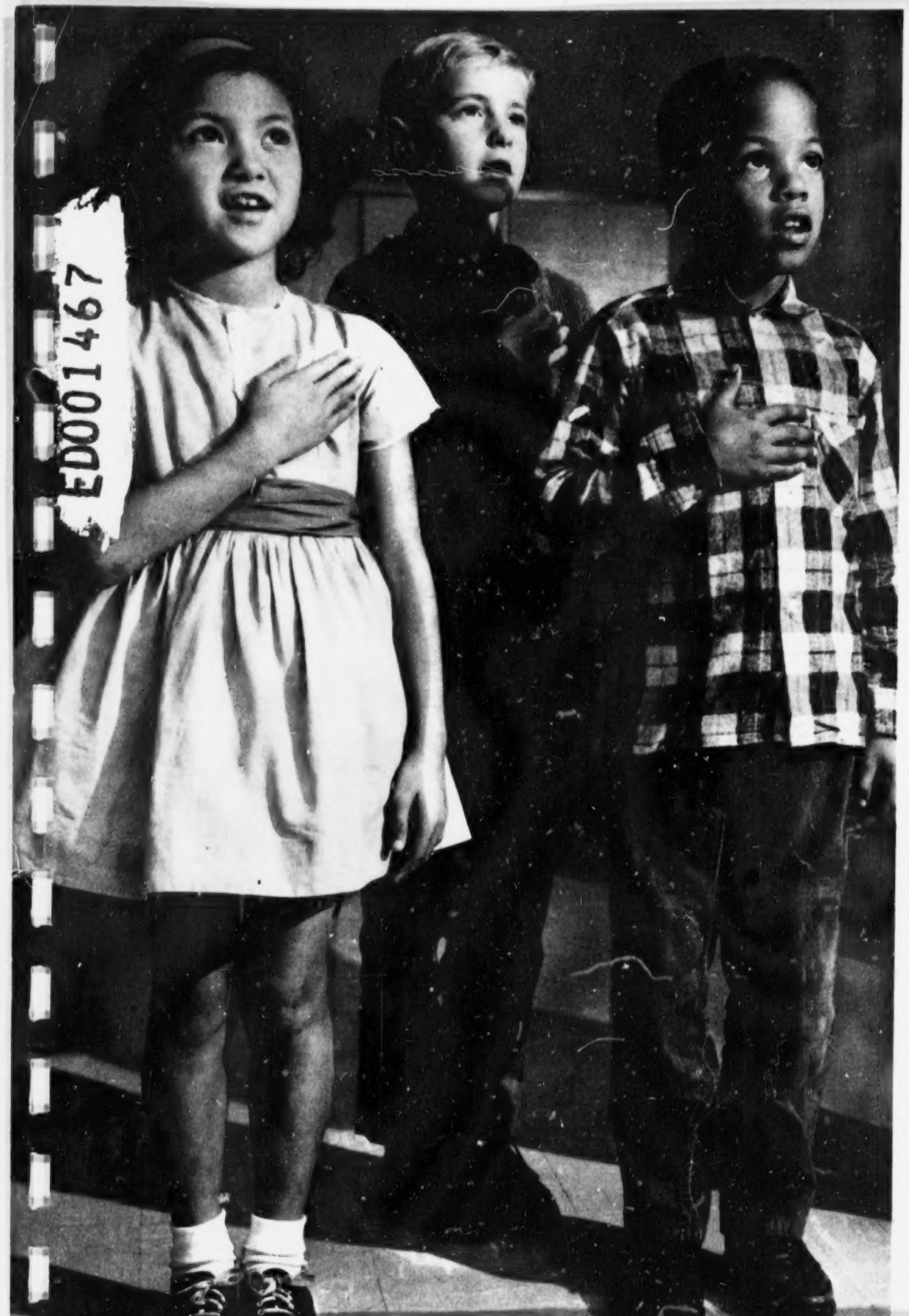

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PILOT PROJECT

IN

COMPENSATORY EDUCATION

A Report to the State Advisory Committee

on Compensatory Education

Submitted by

SAN DIEGO CITY SCHOOLS

January 5, 1965

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PILOT PROJECT
IN
COMPENSATORY EDUCATION

A Report to the State Advisory Committee on Compensatory Education

Submitted by

San Diego City Schools

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January 5, 1965

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California State Legislature

California State Advisory Committee on Compensatory Education

California State Consultant in Compensatory Education

San Diego State College

University of California at Los Angeles

San Diego City Schools
- Board of Education
- Office of the Superintendent
- Business Services Division
- Curriculum Services Division
- Elementary Schools Division
- Personnel Division
- Student Services Division
- Secondary Schools Division
- Post High School Division
- Principals of the Project Schools
- Elementary Compensatory Education Steering Committee
- Secondary Compensatory Education Steering Committee

Community Groups
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- YMCA
- Junior League of San Diego, Inc.
- National Conference of Christians and Jews
- VFW
- G. I. Forum
- Alpha Kappa Alpha
- Urban League
- Pacific Telephone Co.
- Kiwanis
- National Association of Social Workers

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McATEER BILL RESOLUTION

The Legislature finds and declares that because of home and community environmental conditions which give rise to language, cultural, and economic disadvantages, the latent talents of many minors in the elementary and secondary schools in the state remain undiscovered and are not adequately developed by the general educational programs afforded by the public school system. It is the intent and purpose of the legislature to encourage the establishment and development of programs by local officers and agencies of the public school system directed to identifying those pupils affected by language, cultural, and economic disadvantages who are potentially capable of completing the regular courses of instruction leading to graduation from public elementary and secondary schools, and by special services, techniques, and activities to stimulating their interest in intellectual, cultural, and educational attainment. The Legislature finds that such special undertakings are essential to the conservation and development of the cultural, economic, and intellectual resources of the state and nation.

THE PROBLEM

Nationally

In recent years many rural families have begun to move into urban areas throughout the United States. The 1960 census reports indicated that 61.3 per cent of the nation's population lived in 189 standard metropolitan areas. While the move into urban areas has been prompted, largely, by the need and desire to find a better way of life, those who have felt the necessity to move have not always found that their standards of living have been improved. In fact, many other problems have arisen. Many slum areas which didn't exist before have emerged. In areas where slums already existed, the problems have been increased. Some of the following conditions have arisen or been magnified:

1. Lack of employment
2. Lack of the necessary skills for employment
3. Increase in juvenile delinquency
4. Broken families
5. Alcoholism
6. Lack of recognition of the necessity for an education
7. Racial imbalance in many schools
8. High drop-out rate in schools

The existence and increase of these and similar problems have had an affect on the ability of children to take full advantage of the benefits of the public educational system.

In California

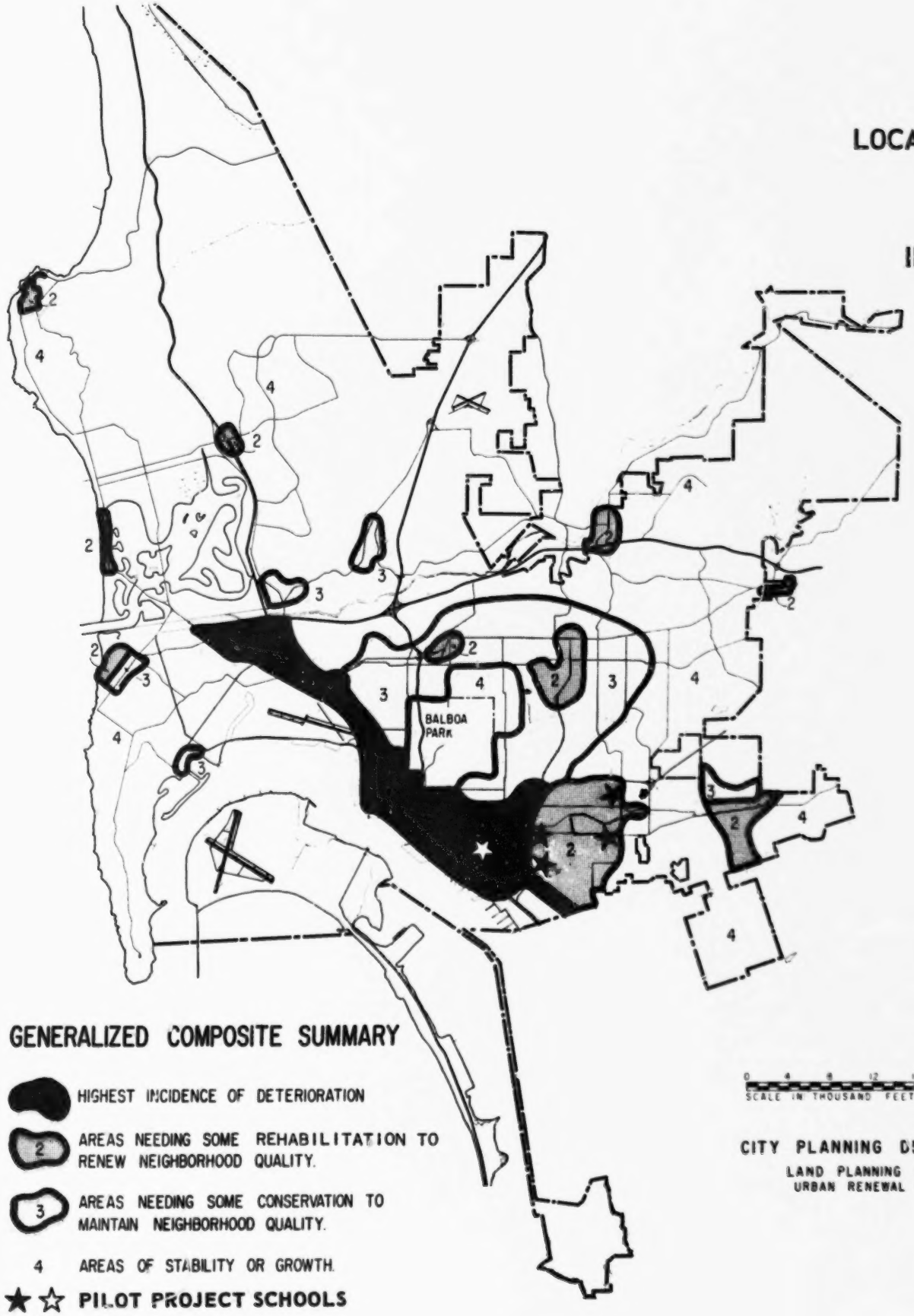
California, too, is experiencing the results of the influx of many families into its urban areas. California's large cities as well as the other large cities throughout the nation have experienced problems related to the above conditions. California has areas that can be readily classified as depressed areas or areas of cultural disadvantage.

How do these problems affect San Diego?

LOCATIONS OF COMPENSATORY EDUCATION

PILOT PROJECT SCHOOLS

IN CITY OF SAN DIEGO CALIFORNIA



GENERALIZED COMPOSITE SUMMARY

- HIGHEST INCIDENCE OF DETERIORATION
- 2 AREAS NEEDING SOME REHABILITATION TO RENEW NEIGHBORHOOD QUALITY.
- 3 AREAS NEEDING SOME CONSERVATION TO MAINTAIN NEIGHBORHOOD QUALITY.
- 4 AREAS OF STABILITY OR GROWTH.
- ★ ☆ PILOT PROJECT SCHOOLS

0 4 8 12 16
SCALE IN THOUSAND FEET

CITY PLANNING DEPARTMENT

LAND PLANNING DIVISION
URBAN RENEWAL SECTION

In San Diego

The area identified on the map has a high incidence of--

Social deterioration--The population density in this area is the highest in the city. There are more people per acre living in this area than in any other area of the city--46 to more than 75 persons per acre in each census tract. There are approximately three times as many police arrests in this area as in the next area of largest incidence.

Economic deterioration--From 60 to 80 per cent of the dwellings in this area are rental units. The average monthly rental fee is the lowest in the city. The residential units in this area provide the lowest tax return in the entire city. Much of the land in this area is zoned for mixed usage. Property values in this area are on the decrease.

Physical deterioration--From 60 to 80 per cent of the dwellings are seriously deteriorated. There is more evidence of deterioration here than in any other area of the city. Even sections within this area in which the residences are relatively new show marked evidence of deterioration.

(Facts based upon city of San Diego's This Is Your City Report.)

Although the area comprises only 12 per cent of the entire city school district of San Diego, 20 per cent of all the dropouts in the city come from this area.

Approximately 20 per cent fewer of the high school graduates of this area continue their education than those from the total group of graduates.

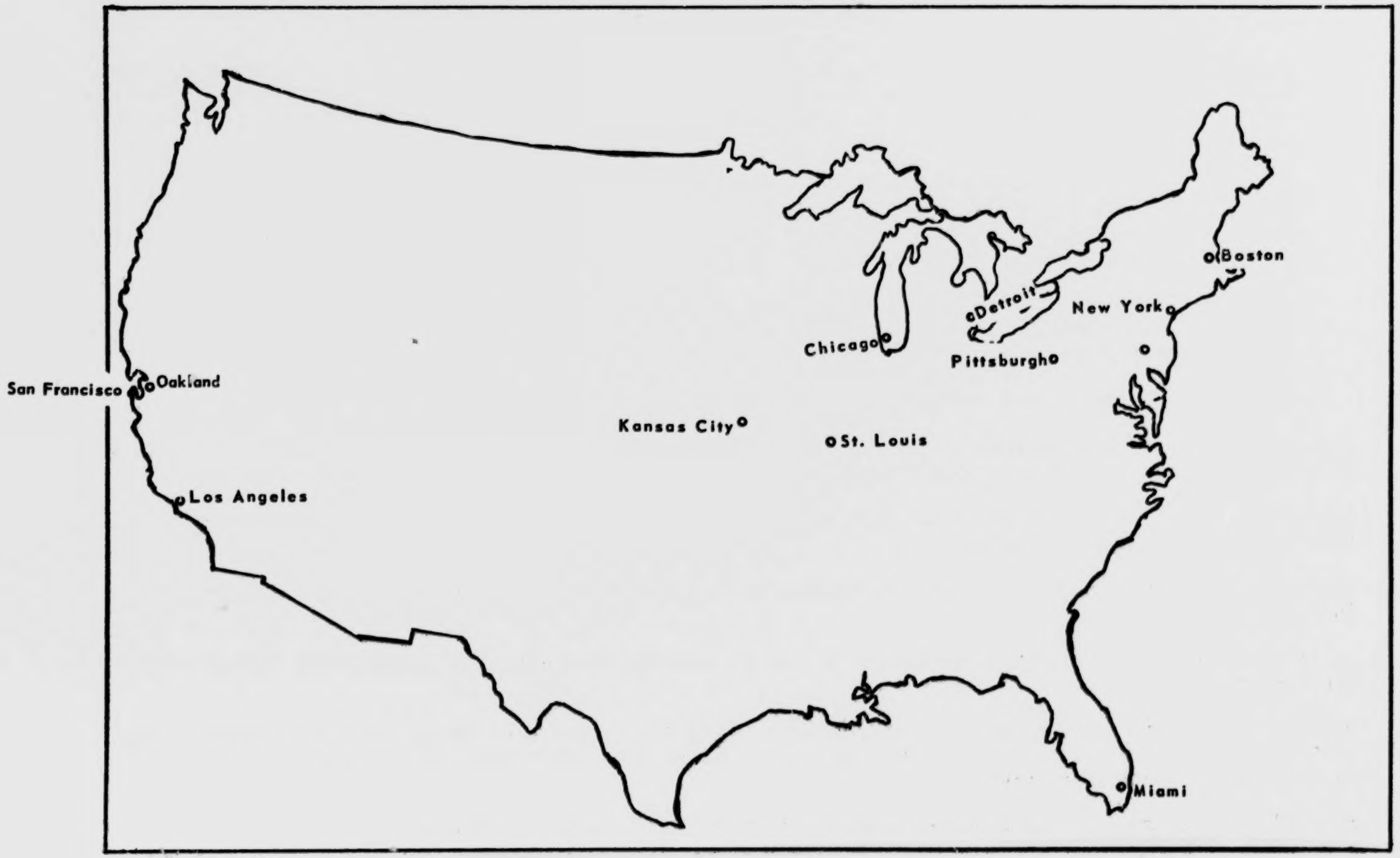
The ratio of juvenile arrests to juvenile population is greater in this area than in any other area of the city.

It is not unusual for more than one family to live in a single dwelling unit; consequently family problems are common.

Many of the children in this area are victims of broken homes. They have values which are unique to their particular subculture, and they lack the exposure to values and experiences that are quite common to the main stream of American society.

Many of the children of this area come from homes where little or no English is spoken.

CITIES IN WHICH COMPENSATORY WORK HAS BEGUN



In the past, the turnover rate of teachers in this area has been much higher than that for the city as a whole..

Mobility is about 3 per cent per month in this area as compared with the 1 per cent for the city school district as a whole.

WHAT OTHER CITIES ARE DOING ABOUT THE PROBLEM

Research indicates that many cities throughout the United States have areas that are characterized by extreme density of population, poor housing facilities, large unemployment, and other inadequacies. These areas have been identified as being areas of culturally deprived, underprivileged, or lower socio-economic levels. It has been recognized also that these are extremely dangerous conditions. If they are allowed to continue and to spread, they could ultimately lead to the reporting of facts and figures that are even more distressing than those already mentioned in this report.

Much of the work that has already been accomplished in the area of compensatory education has been through the support of the Ford Foundation under the title of "The Great Cities Gray Areas School Improvement Program."

Cities in Which Compensatory Education Work Has Begun

Chicago

The need for a compensatory education program has been recognized since 1951 in Chicago. Some of the methods followed in Chicago have been (1) reduction in class size; (2) hiring additional teachers; (3) the inclusion of parents, teachers, and outside experts in planning; (4) a special honors program; and (5) a special vocational program designed to decrease the number of students dropping out of school.

Pittsburgh

Pittsburgh has met the problem through the use of a team teaching project. A teaching team is composed of a team leader or master teacher, four regular teachers, a teacher intern from the local college, and a team mother or resident of the community who has many of the qualities of a good teacher. This program, which was begun in 1961, has proved to be very successful in Pittsburgh.

Philadelphia

Philadelphia's project has six major goals which are designed not only to assist the children in the preparation for leading a successful life but also to aid parents to assume more of the responsibility in enabling the children to reach these goals. In Philadelphia there is a school-community coordinating team. The team is augmented by such special services as team teaching, special demonstration lessons and in-service education, additional adjustment classes, and special reading centers.

Detroit

The compensatory education program in Detroit was begun in 1959. A nongraded system has helped to meet the need there. Many of the previously mentioned programs such as team teaching, lay readers program, and special workshops are utilized there also.

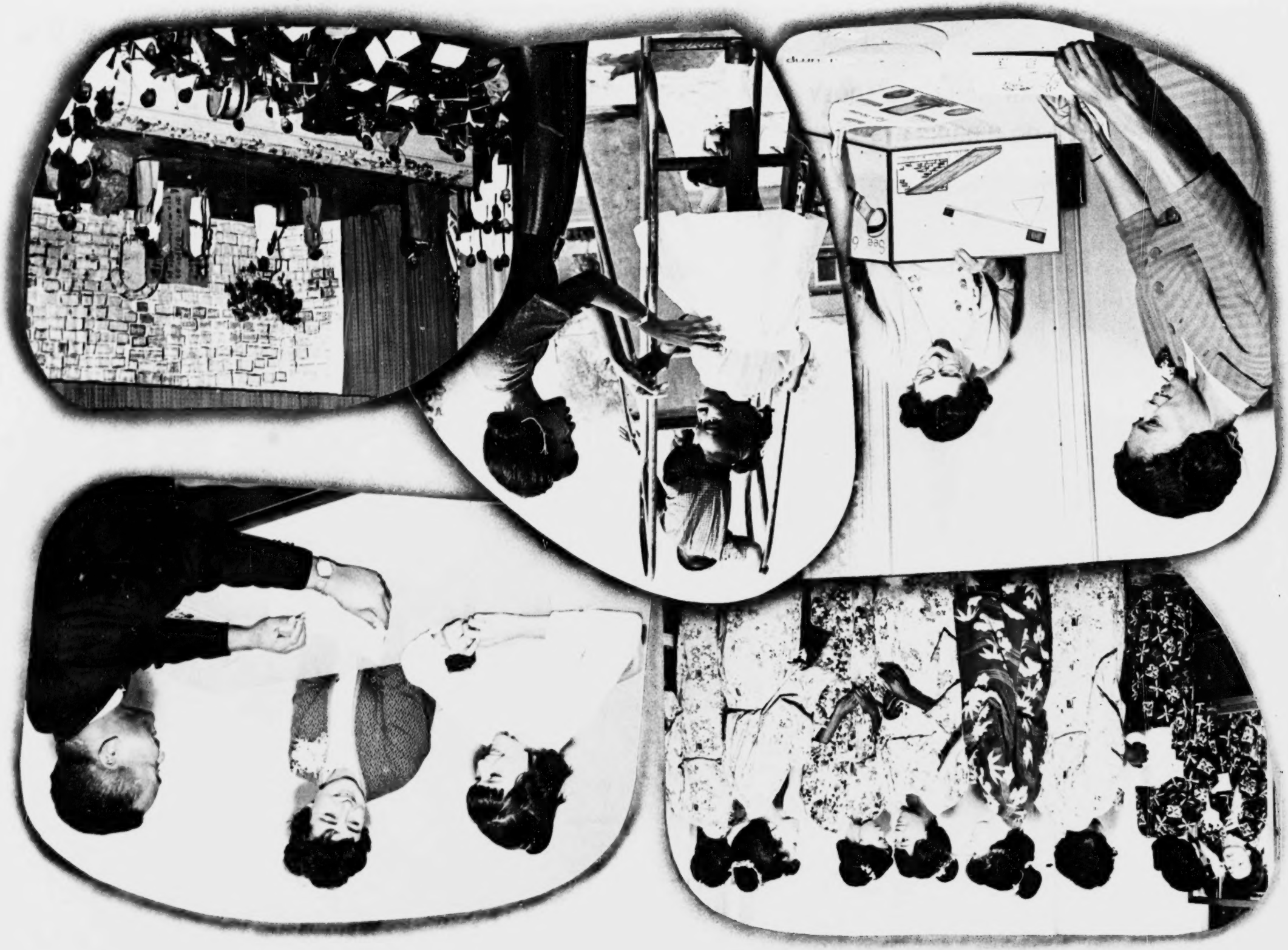
Other Cities

New York, Los Angeles, San Francisco, Oakland, Boston, Kansas City, St. Louis, and Miami are some of the other major cities which have begun compensatory education projects.

Regardless of the area of the country and the way in which the needs are being met, almost all of the major school districts throughout the country have recognized the need for the inclusion of the following in their programs:

1. Importance of the teachers' understanding of the culture.
2. Need for counseling services.
3. Necessity of special help in oral language.
4. Need for special educational programs.
5. Importance of involving parents.
6. Necessity of total community involvement.
7. Need to adapt regular curriculum materials.
8. Need for cultural enrichment.

WHAT SAN DIEGO IS DOING
ABOUT THE PROBLEM



WHAT SAN DIEGO IS DOING ABOUT THE PROBLEM

Goals

The following goals were established for the San Diego pilot project in compensatory education:

1. To improve individual competency in the communication skills and, through better reading, writing, speaking, and listening, to improve individual competency in other basic skills and subject matter areas.

2. To improve the self-image of the project students and to raise their level of aspiration.

3. To aid project students in understanding and developing their abilities and interests and in relating them to life's goals.

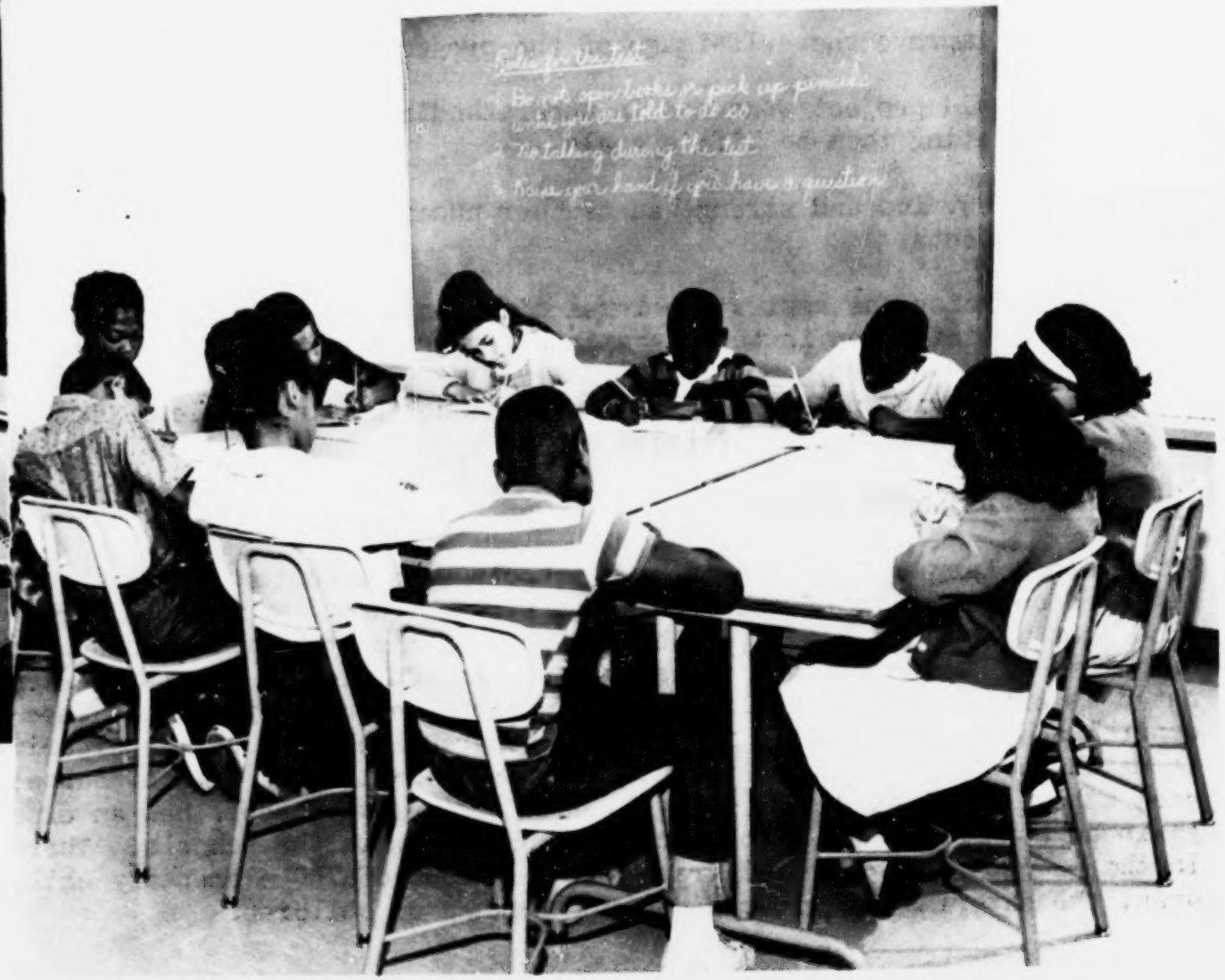
4. To develop and strengthen teacher understanding of, and respect and aspiration level for, project students.

5. To raise the aspiration level of parents for students and to increase parent understanding and participation in the educational programs of students.

6. To provide preschool experience through parent participation adult classes for both children and parents in underprivileged areas.

Ways and Means

Three elementary and two junior high schools were selected for the project in San Diego. The schools were selected on the basis of their being in the most densely populated urban area of San Diego. It was noted also that unemployment was very high there. A recent survey in one of the schools disclosed 18 per cent unemployment for fathers of the students. In addition to the three elementary schools which were designated as experimental schools, three additional elementary schools were designated as control schools. The control schools are located in the same geographical area as the experimental school. An attempt was made to match the neighborhoods, parents and pupils in the two sets of schools so that they were comparable to each other. On the secondary level, each of the two schools has an experimental group and a control group. Again an attempt was made to match the groups within the schools. There were 3,000 children in all, included in the project. The control group was comprised of 750 elementary children and 750 secondary school children; the experimental group had a like number of children.



Tests were administered to students involved at the beginning of the project. Statistical data will be available in the June 1965 report.

Individualized instruction and frequent student-teacher conferences were important in helping students to set higher academic goals for themselves.

The techniques and procedures for meeting the goals of this project are many and varied. Probably the most important factor in working with any degree of success with a group of culturally disadvantaged children is the teacher. Although there sometimes might be a tendency for the teacher to reject these children, the teacher should try to understand their problems. There should be opportunities through in-service education for the teacher to attain the skills and attitudes necessary. The San Diego project also recognizes the fact that culturally disadvantaged children almost consistently suffer handicaps in the reading and communication skills. Consequently, these areas were given special emphasis. Other areas of concentration in this project are as follows:

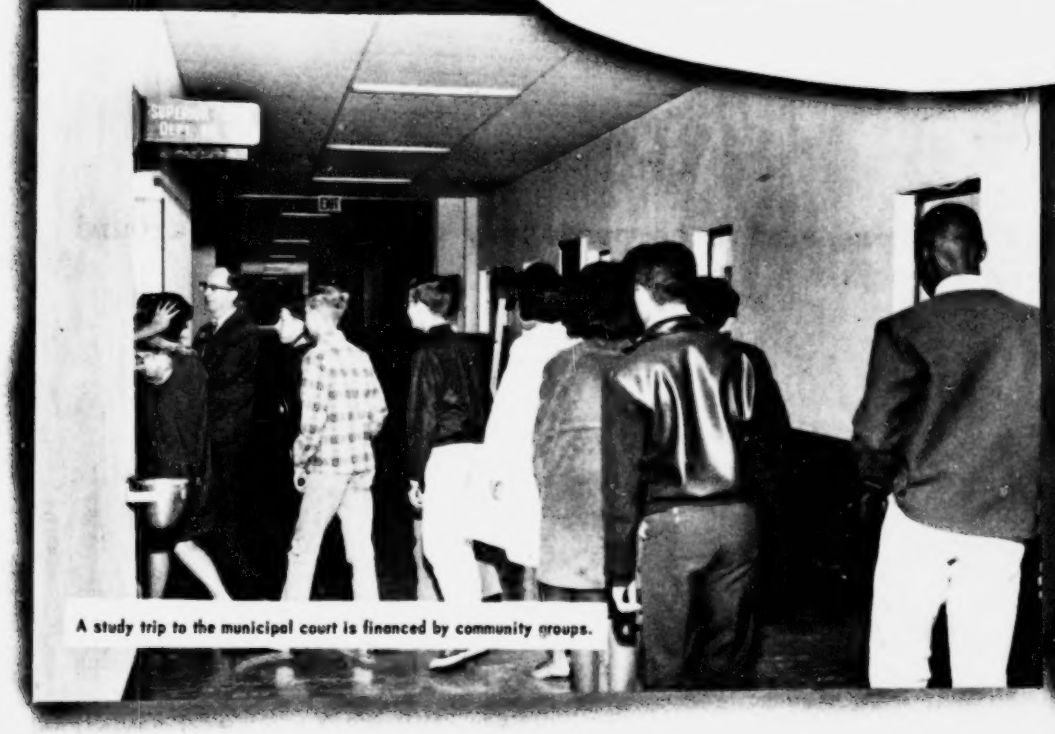
1. Increased individualized instruction.
2. More intensive and personalized program of counseling guidance.
3. More instructional aids.
   (a) Study trips to libraries, museums, government offices, etc.
   (b) Exchange assemblies--interschool activities.
   (c) Visual aids.
4. Special in-service education program.
5. Increased resource staff.
6. Additional clerical help.
7. Smaller classes.
8. Teacher involvement in guidance and planning.
9. Involvement of community agencies.
10. Parent participation in planning.
11. Parent involvement through adult education.
12. Adaptation of curriculum to real needs of students.
13. Special material to meet special needs.
14. Use of community leaders as speakers.
15. Involvement of the student in planning for himself.
16. College tutor and teacher assistant programs.

The pilot project was planned as an attempt to see if a comprehensive compensatory program built around certain basic assumptions could achieve the goals listed on page 9.

Talented students attend Saturday art classes.

Mayor Curran presents awards for improvement as well as achievement.

A VARIETY OF ENRICHING ACTIVITIES, MANY THE RESULT OF COMMUNITY COOPERATION, CHARACTERIZED THE SAN DIEGO CITY SCHOOLS COMPENSATORY EDUCATION PROJECT. PRESENTLY THE RESULTS OF THESE EXPERIENCES ON INDIVIDUAL STUDENTS AND THEIR COMMUNITY MUST BE EVALUATED SUBJECTIVELY; ULTIMATELY THEY WILL BE MEASURABLE WITH STANDARDIZED TESTS AND SCALES.



A study trip to the municipal court is financed by community groups.

A magazine room, supported by donations from all over the city, funnels free topical reading materials to homes which hitherto have had little acquaintance with the printed word.

Evaluation

Though all who have had opportunity to observe or participate in the project are convinced that each of its objectives has to some extent been realized, relatively few methods for actually measuring the quality and quantity of change could be utilized. This was due primarily to two reasons. First, insufficient funds were available to finance a large-scale testing program. Second, the project has been in operation for a relatively short time and will not be completed until June of 1965.

Subjective judgment and case studies. Educators realize that evaluation is a very intricate and complex task. Probably among the most utilized and effective methods of evaluating educational programs are controlled observations and case studies. The trained evaluator is capable of deriving valid scientific conclusions from large numbers of such observations and/or case studies. There were many opportunities to use these and related methods in this project; and the results set forth in this preliminary report are based largely on observations made by teachers, administrators, specialists, and others engaged in, or working on the periphery of, the project. It is fully expected that these results will be substantiated by test scores and by further observation after the project has been in operation for several years.

Objective testing. An attempt is being made in this project to measure the attainment of goals as much as possible through objective testing. As has been noted, the project will not be completed until June 1965. Results of standardized tests are still incomplete. A full analysis of all tests administered will be available late in the summer of 1965. Preliminary test data which have been reviewed verify the results which we have obtained through the other evaluation methods briefly described above.

Basic Assumptions, Procedures, Results, Conclusions and Examples

On the next 36 pages (pages 14-49) of this report are listed the eighteen basic assumptions on which the San Diego City Schools Compensatory Education Project is based. With each assumption are described the related procedures which were followed, the results which were obtained, and the conclusions which may be deduced, together with supporting evidence.

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 1 ☆ ☆ ☆

If we emphasize improvement in individual competency in the communication skills, we can anticipate that the result will be increased individual competency in all the basic skills (Goal 1).

PROCEDURE ☆ ☆ ☆

Junior high school language arts teachers met weekly with an in-school resource teacher and central office consultants to make curriculum changes in communication skill activities, to review new materials, to discuss lesson plans, and to plan study trips and school assemblies.

At the elementary level, classroom teachers met frequently with principals and central office consultants to plan language activities, review materials, select books, compare lesson plans, etc. Reading rooms were established in schools for students and parents.

Many revisions in instructional programs in communication skills have been implemented.

RESULT ☆ ☆ ☆

It is too early to tell the full effects of the revised communication skills programs. Growth at one junior high with pre- and post-testing in writing skills indicated three years' growth in one year in writing skills. Teacher observations of oral communication skill development indicate marked increase in interest and student classroom participation. Creative writing activities directed at esthetic observations by students have resulted in increased understanding by teachers of how compensatory students see the world around them. Student reports--oral and written--following study trips indicate increased interest, understanding, and participation by students. Observations of students' spoken language at the elementary level indicate noticeable broadening of vocabularies, increasing interest, and improved work study skills.

CONCLUSION ☆ ☆ ☆

Through intensive efforts of the staff to improve instructional programs, growth in communication skills can be substantially accelerated. Evidence thus far collected supports other studies showing that development of communication skills is a first priority in developing all basic skills.

One of the methods utilized in increasing individual competency in the communication skills was through the adaptation of novels, short stories, poetry, and essay material into play scripts. Children who normally had little contact with dramatic production were able to further develop their communicative capabilities, thus aiding in removing the language barrier which existed for so many of the students.

Example. A student chosen for the part of narrator in one of the productions, primarily because he had difficulty in diction, became so engrossed in making the narration vivid that he asked for extra help in diction.

Example. A rather shy student was chosen to play the extrovert father in one production. He had a "lazy jaw" and rarely opened his mouth wide enough for clear sounds to be heard. After rehearsing his part, he became aware that his sluggish diction would stand in the way of his portrayal. He therefore made a special effort to open his mouth, use his jaw and enunciate. Result: the students commented on his improvement. The praise from his peers spurred him on to more and more improvement.

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 2

☆ ☆ ☆ If we adapt the school program to the educational, occupational, and cultural needs of the students, we can expect an improvement of the individual competency of the students in all the basic skills as well as an improvement in the student's self-image (Goals 1, 2, and 3).

PROCEDURE

☆ ☆ ☆ The resource staff of the project made constant efforts to adapt the curriculum and counseling to the needs of students. Extensive operations, plans, and adjustments were made to provide for needs of compensatory students. Conferences and in-service meetings were held to acquaint teachers with these needs. Many activities were provided which were aimed at expressed and observed needs of students. Students were involved in planning many of their own programs and activities. Heavy emphasis was placed on what people do for a living and how they succeed.

RESULT

☆ ☆ ☆ The project has not been going on long enough to test this assumption thoroughly. Observations do indicate that emphasis on developing language experiences and discovery skills at primary grades, a wide variety of exploratory experiences in the upper grades, and skill building and occupational information at the junior high level are important in a compensatory education program. Cultural experiences were important at all levels.

CONCLUSION

☆ ☆ ☆ A compensatory education program must provide for the educational, occupational, and cultural needs of students by providing a much wider variety of real and visual experiences than is usually provided by schools.

Example: Students chose as their topic for a symposium: "The Contribution of the Negro in American History." Both the Negro and non-Negro students benefited. They admitted, "We didn't realize that the Negro had contributed so much."

Example. Through the use of creative dramatics, students were given the opportunity to fully appreciate a literary experience which they could compare with an experience of their own. They were able to portray and analyze characters who were striving for recognition from their peers in various situations. Students became so involved with fictional characters that they were able to identify defense mechanisms used by the characters and to project these same defense mechanisms into their own behavior.

Example. Following instruction on how to hold a debate, the students chose as their topic: "Resolved That Juvenile Delinquency Is Caused Primarily by Poor Home Environments." They did their research during class time. An A.C.E.P. resource teacher helped them, both with research and formal problems. After the debate, they discussed quite objectively their shortcomings and what areas needed improvement for the next time.

Example. A group of students who had not understood the responsibility of the individual in an audience (audience response) performed their first play. Negative response to their performance (talking, whistling, laughing at the wrong time) brought home vividly the need for proper audience behavior. A post-presentation discussion resulted in the drawing up of standards for proper audience behavior and a plan to instruct the potential audience accordingly.

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 3 ☆ ☆ ☆

If we provide materials designed to meet the special instructional needs of the students, we can anticipate that they will improve in all the basic skills (Goals 1, 2, 3 and 6).

PROCEDURE ☆ ☆ ☆

Committees of project teachers carefully studied and recommended instructional materials, books, and audio-visual equipment they believed would most effectively improve instruction. Reading rooms were established in project elementary schools. Commercial tapes were selected that were designed to improve auditory and oral skills. Reading lessons were taped. The magazine Scope was used in all junior high classes. Pacific Telephone developed tele-trainer kits for each project school. Special lessons were developed and presented, such as panel demonstration on Negro history, verse choir, reader's theater, reading clinic, listening laboratory, use of overhead projector, and phonetic inventory. Special assemblies were presented including the program entitled "Adventures in Sound." Other types of materials were also presented. Special summer school programs were prepared. Curriculum guides were prepared. Literature on human relations was provided to teachers. Special materials on determinants of minority group behavior were developed for the teachers.

RESULT ☆ ☆ ☆

Although only a beginning has been made in providing many types of special materials, results to date indicate good results can be obtained with specially prepared and carefully selected materials. Many more auditory, oral and visual materials are essential to fill the void of impoverished experience. Often results are immediate and dramatic. The long-term effect of new materials is still unknown. The total ingenuity of the staff to develop and select new materials is still unknown. It is evident that large quantities of and greatly varied materials are needed and are effective.

CONCLUSION ☆ ☆ ☆

A successful compensatory education program requires large quantities of materials, specially developed to fill the experience void of compensatory youth. Concrete and audio-visual materials with high interest potential are needed. These needs must be clearly stated and proposed to publishers for their assistance.

Example: Students in the experimental project were given the opportunity to improve their language capabilities through the preparation and presentation of plays, assemblies, and special programs for the student body and parent groups.

Example. Students in a seventh-grade class debated the pro's and con's of sit-in strikes related to the Negro cause. After the debate when the class had an opportunity to ask questions of the debaters, many of the class members commented on their not having been able to understand certain debaters. A discussion followed concerning the necessity for precise diction.

Example. The library service provided in the project elementary schools proved to be most successful. A teacher committee was responsible for setting up the school library in a centrally located classroom and for establishing rules of operation similar to those for a public library. The response from teachers concerning the value of this service was varied. In one school the responsibility of owning a library card was stressed. Children had the experience of going to the library unattended to select books, of using the library for reference, or taking books home and returning them in good condition and on time. In another school it was believed by the staff that the additional library service was instrumental in the development of broader language concepts.

Example. Students received training in the use of the telephone through the "Tele-trainer.", They wanted more and more of this activity. They worked very seriously in an attempt to improve diction. They became aware that since voice alone carries the message over the telephone, the diction and pronunciation must be almost perfect.

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 4 ☆ ☆ ☆

If we provide students with well-planned, purposeful study trips, we can anticipate that their knowledge of the community, aspiration goals, and competency in the communication skills will be improved (Goals 1 and 2).

PROCEDURE ☆ ☆ ☆

Through staff planning, financial support from community groups, parent help, carefully prepared bulletins, and coordination by resource teachers, numerous study trips were provided for compensatory students. Study trips to date include visits to museums, filtration plants, Scripps Institute of Oceanography, courts, the zoo, the Tenth Avenue Pier, dramatic productions in the community, and other schools. Many more trips are planned.

In addition, students from schools outside the compensatory area have given dramatic and musical productions in compensatory schools.

In still another dimension--bringing the community into the school--approximately 20 "film trips" have been developed of many aspects of community life and are being used in compensatory schools.

RESULT ☆ ☆ ☆

Study trips have met with great success in stimulating lessons for communication skills--something interesting to talk about, write about, read more about, think about--and in developing an understanding of the behavior of compensatory youth outside the school environment. All trips required much planning and coordination. The efforts of many community groups were directed to the support of such worth-while projects as the provision of funds for educational trips and film trips. The evidence that study trips are of positive value in a compensatory program has been verified by numerous other studies. Evidence from the pilot project further verifies this positive value.

CONCLUSION ☆ ☆ ☆

Study trips are an essential element in any successful compensatory program. These should be thought of in two dimensions--going out to see the community and bringing the community into the school.

Example. Over two hundred students spent part of the school day visiting the courthouse and talking with judges, lawyers, and other civil employees about law and government during Law Week. For most of the students this was a first experience. This trip and others contributed to curricular learning, provided a training ground for out-of-class behavior, and gave impetus for personal aspirations.

Example. Following a visit to the public library one student remarked, "I sure didn't know I could use all these books and papers free!"
Other students asked:
"Where can I sign up for a card?"
"How soon can I come back for a card?"

Example. The students, after seeing the display of maturity by the high school ushers at a school play in a noncompensatory high school, asked if they were really students. The compensatory students had never visualized teen-agers close to their own age creating the images of adults.

Example. When asked how they should behave when touring a college campus, one student replied, "We should act as adult-like as possible." Another said, "If they don't notice us at all, we will have been properly disciplined." Still another student replied, "If we think mature, we will probably act mature."

BASIC ASSUMPTION 5 ☆ ☆ ☆

If we actively involve the student in planning for himself, we can anticipate an improvement in his understanding of his abilities and interests, in his ability to relate these to life goals, in his aspirational level and, as a result, in his achievement (Goals 1, 2, and 3).

PROCEDURE ☆ ☆ ☆

At the elementary level a full-time visiting teacher devoted a part of his time to depth counseling with a very limited number of students and provided leadership for group counseling sessions. At junior high level individual counseling was improved by the addition of one full-time counselor to each school in order to provide more time for educational planning with project students. In addition, small test groups were formed to see what could be done in group counseling. These groups met weekly under the direction of a professional counselor. In these test groups maximum opportunity was provided for educational and occupational planning. Sufficient professional counselor time was not available to provide group counseling for all project students. Students received group counseling upon the recommendation of project teachers whose selection was based on criteria developed by counseling staff and teachers.

RESULT ☆ ☆ ☆

Teacher reactions from increased individual counseling indicated observable changes in students, such as better effort and more interest. Analysis of pupil responses on tape records of each group session clearly revealed the increase in students' ability to express their interests and needs and marked improvement in participation and response of pupils over a period of several group sessions. Results of group counseling, though limited to a relatively small number of students, indicated considerable support for this basic assumption #5.

CONCLUSION ☆ ☆ ☆

Increased individual counseling and group counseling under the direction of qualified professional counselors are important parts of a successful compensatory education program.

The group counseling sessions played a major part in the project on both the elementary and secondary levels. Some of the discussion topics included were:

Tips on studying
Homework
Preparing for a school day
The importance of setting goals
Positive attitudes toward school
Improving your grades

Example. Some of the comments made by students were as follows:

"I thought that they helped me understand why I'm here, what I should be doing and helped me decide that next year I'm going to do it."

"I thought that it did help my grades a little. It also helped me find better ways to improve my grades."

"We got together and found out how to solve most of our problems."

"I think that our group meetings are wonderful. They have helped me a great deal with my school work."

BASIC ASSUMPTION 6

☆ ☆ ☆ If leaders from different ethnic groups speak to students, we can anticipate an improvement in many of the students' self-images and aspiration levels and, as a result, increased effort and achievement (Goals 1, 2, and 3).

PROCEDURE

☆ ☆ ☆ During the first year of the compensatory project, speakers from various ethnic groups were used in the junior high program. Some speakers talked to school assemblies, others talked or put on demonstrations before class groups. In some cases community groups arranged for these speakers. Many more speakers could have been used in the program; however, staff time was not available to arrange for or coordinate the activities of more speakers.

RESULT

☆ ☆ ☆ The use of outside speakers provided incentive and material for class discussions and language activities. These speakers provided a definite stimulus much needed in the program. Other important stimuli were groups from other schools who presented dramatic activities. Staff members expressed hope that more outside speakers and performing groups would be provided.

CONCLUSION

☆ ☆ ☆ It is important in a compensatory program to provide outside speakers and performers with whom the students can identify and from whom students can receive stimulation.

Example. One of the project elementary schools conducted a panel on which several prominent San Diegans served. The panel included a dentist, a member of the Charger football team, a fireman, and the executive secretary of the San Diego Urban League. The program was designed to give the children information on the skills and qualifications necessary in various areas of employment. The children were a very enthusiastic audience. Many questions were asked at the conclusion of the program. It is believed that the program proved to be a tremendous success in helping to improve levels of aspiration.

Example. Since most of the speakers who had been asked to give talks for students were professional people, one school decided to ask interested individuals who were employed in occupations such as postmen, police officers, salesmen, etc. This school was particularly fortunate in obtaining outstanding representation from the groups mentioned.

Example. Lew Scarr, a feature writer for the San Diego Union newspaper, presented an extremely well-received talk to a journalism class at one of the project junior high schools.

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 7

☆ ☆ ☆ If we involve the teachers in an experimental situation, we can anticipate increased effort by the teachers which will result in better directed instruction and, therefore, an improvement of the individual competency of the students in all the basic skills (Goals 1, 2, 3 and 4).

PROCEDURE

☆ ☆ ☆ All the teachers of all the students in the project were included in the experimental project. School staff committees participated in the planning, revisions, and evaluation of the pilot project. A minimum of central coordination was provided. Teachers were all aware that they had direct responsibility for the success of the project. They were given full support in carrying out their plans. An experimental attitude was supported throughout the project.

RESULT

☆ ☆ ☆ There was a noticeable increase in staff interest when teachers of the project schools learned they were to be included in an experimental study. There was renewed interest in (1) trying new ideas, (2) working together on plans, (3) developing materials and lesson plans cooperatively, and (4) sharing results. A "team" spirit has prevailed throughout the project. Numerous teachers not in the project wanted to find out how they could get into the project. Teachers in nonexperimental schools became eager to try some of the new ideas.

CONCLUSION

☆ ☆ ☆ There is a definite benefit in encouraging an experimental attitude toward attacking the instructional problems of compensatory education.

Since the initiation of the project, teachers of the experimental classes have attempted to perfect added and improved methods of meeting the stated goals. Throughout the district there is an increasing interest in compensatory education.

Example. Following is the statement of one of the teachers of an experimental class:

> "I was asked by the principal of my school to conduct intensive research on compensatory education throughout the country and state and report back to the staff at a building meeting. Following this meeting, the staffs of two noncompensatory schools asked for the same report to be given in their schools. The report was given also to the California Student Teachers Association at San Diego State College. There is much interest in San Diego's project. Teachers not currently in the project are anxious to get it started in their schools."

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION

☆ ☆ ☆ If an in-service education program for teachers is provided, we can expect to develop and strengthen teacher understanding and respect for the selected students, which will result in better directed instruction and, therefore, improvement in the students' self-images and achievements (Goals 1, 2, 3, and 4).

PROCEDURE

☆ ☆ ☆ Traditionally teachers had been assigned to compensatory area schools on the same basis as to schools in other areas of the city. Because assignments in compensatory area schools were considered less favorable than assignments to schools in other areas, they have always had a higher turnover of teachers. New teachers were assigned to these schools without any prior training or experience in working with minority youth and many teachers had been in these schools for many years but still needed to develop an understanding of disadvantaged youth, who now have suddenly become a majority of the students in their classes. It was therefore necessary to provide in-service education for teachers in the project schools. At first, general background courses were offered to develop better understanding of disadvantaged youth. Later, courses and workshops were provided to develop specific materials and instructional plans for project schools.

RESULT

☆ ☆ ☆ The number of teachers seeking entrance to these courses and workshops exceeded enrollment limit. Staff members requested additional courses and became impatient to have courses provided which would give specific help on curriculum development and on instructional problems. A high degree of staff interest was shown, and there was a definite carryover of practical ideas to classroom instructional programs, although in some cases the experimental teacher has not been eager to change instruction even though she expresses a renewed interest in the children. Fewer teachers requested transfer out of these schools this year. Studies in other districts verify that in-service programs are necessary for effective instruction of compensatory children.

CONCLUSION

☆ ☆ ☆ In-service education of the staff is essential and effective in improving instructional programs for compensatory children.

Example. An in-service education class entitled "Determinants of Minority Group Behavior" was begun in the spring semester of 1964. The class was conducted by Dr. Tom Gillete and Dr. David Feldman from the sociology department at San Diego State College. Over seventy teachers attended the class, which met for sixteen sessions. Another similar class is being conducted this fall by the U.C.L.A. Extension Division.

When Mr. Leo Lopez, State Consultant for Compensatory Education, visited one of these classes, his personal evaluation was that the class was of extreme value; and he commented that all projects should have courses of this high quality.

Conferences concerned with the educational problems of the Mexican American and the American Negro were held during the fall semester, 1964.

Example. Many teachers stated that as a result of the classes and meetings they had attended, they felt a clearer understanding of subcultural traits and the need for the assimilation of these traits.

Example. The exchange of ideas, through in-service education, produced many techniques mentioned in this report. Enthusiasm was evident as a result of many teachers cooperating.

Example. One teacher who had attended one of the conferences wrote the following as an evaluation of the conference: "Never have I attended an Education Conference that was more personally enlightening and from which I gained so much."

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 9

☆ ☆ ☆ If we involve teachers in curriculum planning, we can anticipate an increase and improvement in the use of teaching guides, resource personnel, and cooperatively developed lesson plans, all of which should result in more effective instruction and, therefore, an improvement in student achievement (Goals 1, 2, 3, and 4).

PROCEDURE

☆ ☆ ☆ Numerous curriculum adaptations were necessary to provide for the needs of compensatory youth. Staff committees in each school worked on curriculum projects. In elementary schools teachers were released for short periods of time, with substitutes provided, to prepare plans and materials. One teacher was assigned full time in junior high schools to curriculum development, and English teachers were released one period per day to assist in curriculum planning. During the summer a curriculum team of teachers and principals was assigned to prepare curriculum guides for project teachers. All project teachers met at least once per week for curriculum planning. Specialists, consultants, and librarians from the central office also assisted schools in curriculum redevelopment.

RESULT

☆ ☆ ☆ Language arts classes at the elementary level were modified and at the junior high level were modified, with emphasis upon high interest, discovery, and experience. Junior high school summer programs in language arts were provided with 80 per cent of project students attending. There appeared to be considerable improvement in student interest and participation. The project has been under way less than one year. We cannot predict the maximum results or the full amount of curriculum planning necessary. It did become evident that curriculum planning could not be from outside the school. Evidence indicated it is essential that curriculum adaptations must be ongoing and must continuously involve project teachers.

CONCLUSION

☆ ☆ ☆ Thus far it is apparent that extensive curriculum replanning and redevelopment is essential. Additional staff is needed to coordinate, direct, and provide assistance to teachers as necessary. Teachers also need released time for replanning classroom programs.

Example. Orientation programs were held for new teachers in one of the junior high schools. These included:

1. Visits to community agency facilities.
2. Orientation meetings under the leadership of community agency directors.
3. Exchange classroom visits between experienced teachers and teachers new to the school.

New teachers were able to comment on each aspect of the program and offer suggestions when desired. Some of the suggestions made by the new teachers are as follows:

1. New teachers should meet with the "returning teachers" to discuss philosophy and attitudes. "Buzz sessions" should be held to discuss school situations, teaching problems, etc.
2. A meeting centered around terms used, such as definitions of L. A.'s (low achievers), "adjustments," "specials," etc. would be very helpful. It was also suggested that a special bulletin should be prepared regarding these groups so that teachers would have a better idea of how to plan for low achievers and what to expect from them, how to grade these classes, etc.

Example. A one-day workshop at the beginning of each semester is provided project teachers to review the previous semester's work, set immediate objectives and plan classroom enrichment activities, special assemblies, and field trips.

Example. Before the project began, all staff members of the elementary experimental schools attended a joint faculty meeting. During this meeting the principals and teachers discussed the aspects of a program suited to the needs of the pupils involved. Services and materials were planned which would be most appropriate and helpful at each grade level.

Example. Two teams of curriculum writers worked during the summer in preparing materials that had been recommended by teachers in the project during the previous semester.

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 10

☆ ☆ ☆ If we involve teachers in planning the guidance program, we can expect to strengthen teacher understanding and respect for students with special needs. Thus our teachers can more capably aid students to understand and appreciate their own abilities and interests, to relate them to life goals, and to develop improved self-images and aspirations (Goals 3 and 4).

PROCEDURE

☆ ☆ ☆ The planning staff believed a sound guidance-counseling program was essential to the success of the project. At the elementary levels additional visiting teacher services were provided to work with students and parents in a counseling environment. At the secondary level an additional counselor was added to each junior high school. Procedures for obtaining essential information on students were refined. Data processing techniques were developed to rapidly survey the information and indicate students needing special assistance. The visiting teachers and counselors developed and implemented plans for establishing home contacts. At the secondary level, test groups were set up to implement group counseling. Volunteer tutoring service was established to assist students needing individual academic help and a training program for tutors was developed. As much as possible, project teachers were directly involved in the planning and implementation of all of these activities.

RESULT

☆ ☆ ☆ Reports of teachers and case studies by counselors and visiting teachers revealed significant improvement in teacher understanding of students' needs and problems and in student attitudes and aspirations after the improved counseling program outlined above had been in operation for some time. Teachers evidenced increasing awareness of the need for a counseling approach and for more counseling services than could be provided. Counseling became such an important aspect in the success of the program that an NDEA project was implemented to provide additional counseling staff.

CONCLUSION

☆ ☆ ☆ Individual and group counseling provided by an appropriately qualified staff is an essential element in a successful compensatory program. The involvement of teachers in the planning and implementation of the guidance program results in their becoming more guidance-oriented and better qualified to teach compensatory students.

There are many reports of gains made in the area of strengthening attitudes and developing aspirations. Every teacher involved in the project reported gains of some degree here. One study that was conducted in all three of the elementary schools revealed the following information about the project:

20 per cent of the teachers felt that the aspirations of many of the children in their classes were improved.

66 per cent of the teachers felt that the aspirations of at least a few of the children in their classes were improved.

68 per cent of the teachers felt that there was a great improvement in the attitudes of children in the project.

22 per cent of the teachers felt that there were fewer discipline problems since the project had begun.

The vice principal at one of the experimental schools remarked that he had seen growth and maturity demonstrated by teachers since the project had begun.

BASIC ASSUMPTION 11

☆ ☆ ☆ If teachers have fewer and smaller classes, we can anticipate higher morale and more time for teachers to develop understanding and respect for each of their pupils. The result should be more individualized and better-planned instruction, and, therefore, improvement of individual student achievement and self-image (Goals 1 and 2).

PROCEDURE

☆ ☆ ☆ There were insufficient funds available to make significant reductions in class size. Experimental teachers in one of the junior high project schools taught only four class periods instead of the regular five periods. The extra "free" period was spent in planning sessions with the resource staff, discussing curriculum adaptations, reviewing new materials, discussing lesson plans, and planning study trips and special programs. The regular "free" period was spent on individual student contacts and instructional preparation.

RESULT

☆ ☆ ☆ Elementary project teachers felt they were definitely handicapped by large classes. They were of the opinion that compensatory classes should have an absolute maximum of 30 students. The secondary teachers indicated similar maximum class size. Fewer class hours of instruction were indicated as desirable because of the increased load of staff planning required to coordinate and articulate common plans. The experimental teachers given released time in the one junior high indicated that the additional time was extremely beneficial for the planning that was needed if they were to come forth with creative ideas and coordinated efforts.

CONCLUSION

☆ ☆ ☆ Although this basic assumption was not adequately tested, staff members felt that smaller classes and fewer instructional hours are needed in order to plan and provide better instruction. This is supported by other research which verifies the extensive amount of personal attention needed by compensatory students and the extensive amount of curriculum replanning usually required in compensatory programs.

Example. One junior high provided a four-period day for their experimental teachers. An extra "prep" period was given to all the experimental teachers at the same period of the day. This group with the common prep period met every day for planning sessions. They then felt that they had time to work on the planning that was needed if they were to come forth with creative ideas.

Example. In a questionnaire prepared to evaluate the effectiveness of working with smaller groups in one of the project elementary schools, all of the respondents indicated that greater progress or improvement in the attitude of the children was evidenced in small-group activities.

Example. Practically every teacher involved in an evaluation of certain phases of the project in one of the elementary schools agreed that a reduced pupil teaching load to below thirty pupils would allow the teachers more time to handle individual problems in their classes.

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION

☆ ☆ ☆ If we increase the resource staff at each school, we can anticipate an improvement in teacher morale as well as better planned and directed instruction, and, therefore, an improvement of student achievement and self-image (Goals 1, 2, 3, and 4).

PROCEDURE

☆ ☆ ☆ In the three elementary project schools, 18 teacher assistants worked with project teachers. In addition, substitute teachers were provided as needed. The substitutes were successful teachers who had taught in the project area previously. Thirty college students also assisted as tutors and activity leaders. Visiting teachers, psychologists, curriculum consultants and nurses from the central staff were provided on an "over-formula" basis.

In the two project junior high schools, one additional teacher and one additional counselor (or visiting teacher) were provided, and the equivalent of one additional person to each school was also provided to allow for released time for experimental teachers and counselors. An NDEA project provided still another counselor for each school to work with project students and teachers. Central resource personnel with special competencies were also provided.

RESULT

☆ ☆ ☆ Additional resource staff assisted in development of curriculum and guidance services. Project staff evaluation indicates that the addition of staff and the resulting released time for teachers was the most valuable addition to the experimental program. Providing substitute teachers was the second most important action. Providing teacher assistants was the third most important action. These three most important actions definitely improved staff morale and reduced heavy work and energy load required for effective instruction in compensatory programs. In junior high schools the added counseling personnel have been most effective.

CONCLUSION

☆ ☆ ☆ Increased resource staff in compensatory schools is effective and essential. These additional resource personnel provide leadership for instructional improvement, help relieve teaching load, and provide time for teachers to plan more effective instruction. The project indicated that approximately one additional resource person--or equivalent in substitute teacher or teacher assistant--is needed for each 100 students.

Example. One teacher who felt that she was not sufficiently motivating her class asked the help of a CEP resource teacher. To help this teacher, the resource person introduced the "Tele-trainer Kit" to the teacher's class. Result: The students were so enthusiastic, the teacher was able to motivate her students by promising them further experiences with the Tele-trainer when they did well in all their other work.

Example. The staff of one of the experimental schools decided that the additional counseling service provided in the project should be used exclusively for fostering improved parent interest and participation in school affairs. In fulfilling this objective, one responsibility which the visiting teacher undertook was to guide the committee in charge of planning parent conferences. He conducted orientation meetings with teachers to brief them in conference techniques. The visiting teacher's general statement in evaluation of his efforts for the program indicated that more positive attitudes were definitely noticed among parents who were reached by the school.

Example. A teacher who had a very low level reading class asked the assistance of a resource person. The resource person started a reading clinic with the lowest readers in the class. Result: Significant reading improvement was noted by students and teacher.

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION

☆ ☆ ☆ If teachers and resource staff in the schools are provided clerical help, we can anticipate an improvement in teacher morale as well as better planned and directed instruction and, therefore, an improvement of individual student achievement and self-image (Goal 1).

PROCEDURE

☆ ☆ ☆ Additional clerical assistance was provided for each two additional resource teachers. These clerks helped prepare teaching materials, provided typing assistance, and maintained pupil records for teachers and counselors. They also provided a wide variety of other clerical services.

RESULT

☆ ☆ ☆ Resource personnel and counselors were immediately relieved of essential clerical tasks and had more time to spend on coordination, planning, and research activities. For the first time teachers had help in preparing teaching lessons and materials. Resource personnel indicated clerical assistance was essential if they were to perform their tasks properly. Teachers indicated immediate appreciation for the clerical help provided. This was indicated by the experimental staff as one of the most important actions taken.

CONCLUSION

☆ ☆ ☆ Adequate clerical assistance for the resource and teaching staff is essential in an effective compensatory education program. Clerks assist in maintaining student records, preparing and ordering instructional materials, and in a wide variety of other clerical services.

Example. Responses of teachers in a general evaluative questionnaire indicated that the amount of record-keeping and clerical work required to implement the compensatory education program had a somewhat adverse effect upon teacher morale. Inasmuch as little or no provisions had been made for clerical assistance, the only relief in this situation was in the use of teacher assistants. Teacher assistants helped teachers hand-score primary grade tests, draft invitations to parents to conferences, and duplicate enrichment materials for classroom use.

Example. One of the experimental schools reported that teacher assistants were helping in the preparation of materials that were used for enrichment of the project, such as worksheets, arithmetic and language games, and library cards.

Example. Prior to establishing a library in one of the project schools, certain clerical duties had to be performed. These included the selection of books to be used, preparation of lists of books appropriate for grade level, and assignment of duties in the operation of the library. These jobs were accomplished by the regular teachers while teacher assistants and substitutes worked with their classes.

Example: A full time clerk-typist assisted resource personnel in the two junior high schools. These clerks maintained detailed information on each project student. The resource personnel agreed, "We could not have done all the work needed in the project without clerical help. It was essential and productive."

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 14

☆ ☆ ☆ If the teachers receive additional pay, we can anticipate an improvement in their morale and status. The result should be increased effort and better directed instruction and, therefore, improvement of individual student achievement and self-image (Goals 1, 2, 3, and 4).

PROCEDURE

☆ ☆ ☆ Teachers assigned as resource teachers for curriculum development and counseling were paid regular teachers' salaries plus $200 per year. There were not sufficient funds to pay additional amounts to teachers in the experimental program. A study is being conducted to determine the means and procedures for paying compensatory teachers more than regular classroom teachers.

RESULT

☆ ☆ ☆ Although it was not possible to test this assumption because of insufficient funds, it is generally felt that teachers in compensatory programs should be paid a salary beyond that paid regular classroom teachers. Studies in other compensatory projects in other cities have generally recommended higher salaries for compensatory teachers. They justify this on the basis of higher quality teaching required, more extensive training and experience needed, greater responsibility, and an incentive to hold good teachers.

CONCLUSION

☆ ☆ ☆ Consideration should be given to paying qualified and effective compensatory teachers premium salaries on the basis of merit and added work load.

Implementation of the Compensatory Education Project has created added responsibilities such as preparation of specialized curriculum materials, planning of study trips, and additional guidance planning.

As mentioned previously in this report, there is great interest in compensatory education by teachers throughout the district. This interest appears to have developed from a desire to improve and strengthen individual methods and thus strengthen the entire curriculum. Although the teachers in the project (except resource teachers) did not receive additional pay, it is felt that extra pay may be desirable because of the added work load and degree of skill required in effective compensatory projects.

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 15

☆ ☆ ☆ If parents participate in the planning of students' programs, we can anticipate an improvement in their understanding of and participation in the total school program and in their aspiration levels for their children. The results should be better motivation on the part of students to strive for increased competency in all the basic skills (Goals 1, 2, 3, 4, 5, and 6).

PROCEDURE

☆ ☆ ☆ Detailed plans were made to contact parents and seek to establish contacts that would interest them in working with the school to plan their children's programs. At first it was planned that volunteer help would be sought to make these home contacts. Trial runs indicated volunteers were not capable or effective. Trained school staff members then selected a small sample of students with which to try out the home contact plans. The plans were then carried out with the parents of the sample group.

RESULT

☆ ☆ ☆ Although well-trained staff members made home contacts in which the response from parents was receptive and cordial, getting parents to participate in planning student programs was a failure. The results from the test of basic assumption 15 were not encouraging. Possibly more staff work is involved in order to overcome habits of apathy and gain effective parent participation in program planning than could be provided from the limited resources of this project.

CONCLUSION

☆ ☆ ☆ No conclusions can be presented regarding this basic assumption inasmuch as it could not be truly tested with the resources which were available or under the conditions which prevailed. It is possible that the assumption is most practically verifiable when parent interest is aroused in preschool parent participation classes and sustained as the child progresses through the grades.

Example. In two studies conducted in the experimental elementary schools, the findings were very similar. Both studies concluded that although the parent contacts were of extreme importance to the project, it was difficult to obtain parental aid in planning programs. One of the studies proposed the following suggestions:

1. Group conferences with parents need to be scheduled early in the fall to show parents how they can help their children.
2. Individual parent-teacher conferences to discuss the first report card are very desirable.
3. A policy of referring the names of parents who are difficult to reach to the visiting teacher should be adopted.

Example. Another conclusion frequently offered is that a tremendous amount of personnel and time is required to accomplish this goal.

Example. In one of the project schools parents were invited to attend classes to observe enrichment activities. Immediately following the class observation, a teacher-parent conference hour was held.

Example. Discussion sessions for parents were scheduled twice weekly. These meetings were led by guidance counselors and school administrators. One series met during the day and the other during evenings. Discussion topics suggested by parents, advisors and teachers included:

The Teen-ager and School Success
Earning Better Grades
Regular and Prompt Attendance
Taking Part in Special Activities
After High School--What?

The Teen-ager Copes with Problems
Getting Along with Friends
Accepting Parental Authority
Understanding and Obeying Laws
Settling Differences
Dealing with Boy-Girl Relationships

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 16

☆ ☆ ☆ If we interest parents in improving themselves through the adult education program, we can anticipate that their aspiration levels for their children will be raised and, therefore, that students will be better motivated to strive for increased competency in the basic skills (Goals 1, 2, 3, 4, 5, and 6).

PROCEDURE

☆ ☆ ☆ A special grant was obtained to provide an adult education coordinator in the compensatory area. Members of the project team and the coordinator planned and carried out an intensive program to interest parents of project students in attending special adult classes. These sessions paralleled the instruction given project students. Every effort was made to contact parents. They were invited to use school reading rooms and to attend grade level meetings and special conferences with their children's teachers. Visiting teachers prepared teachers and parents for these meetings. The NDEA counseling staff has inaugurated a series of parent participation sessions.

RESULT

☆ ☆ ☆ Some efforts were successful, others were not; but steady improvement was made and increasingly larger groups of parents began to participate. Parent participation--nursery classes have also been started with better than anticipated participation. Several new classes have been started this fall at the request of parents. The number of parents in the compensatory area attending class this year is more than twice as large as in any previous year. Some parents are being specifically prepared to obtain jobs and are getting jobs. The best result is that parents are beginning to encourage their children to work harder and do better in school. The results in the project validate numerous other studies that indicate parent-school cooperation is essential. The success of the parent sessions with NDEA counseling staff indicates parents will participate if personally contacted.

CONCLUSION

☆ ☆ ☆ Although a great amount of effort is needed to work with parents and get them interested in improving themselves, it is well worth the effort--both for the parent and the child. To accomplish this more trained counselors are needed.

Example. The adult education coordinator worked very closely with the teachers in the elementary and secondary experimental schools. Two teachers of adult education classes also taught experimental classes during the regular school day. Both of these teachers expressed the belief that this was one of the strongest phases of the program. Many of the parents were able to make great strides in the completion of their own high school educations.

Example. A group of junior high school parents was introduced to the techniques being used in an eighth-grade speech and English class through an adult evening class. The class was divided into sections for a verse choir exercise. After a brief rehearsal, a tape recording was made. The parents were quick to notice that proper pronunciation was vital to clear understanding. The parents, after hearing a tape recording of an eighth-grade English class presentation of a short story, volunteered to present another short story to the adult class. They confessed that they were extremely nervous about the thought of performing. After they began reading, however, the nervousness soon disappeared. They drew the conclusion that this technique not only made them more attentive, but also more relaxed. The idea of a group effort appealed to them.

Example. Throughout the project parents were encouraged to observe and/or participate. Parent groups conducted evaluation through group discussion sessions, English-speech arts classes, and special project activities.

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 17

☆ ☆ ☆ If we involve community agencies in the educational program of the schools, we can expect an improvement in the community's awareness of the schools' problems, increased community cooperation and, therefore, a better atmosphere and program for development of improved student achievement and aspiration (Goals 1, 2, and 3).

PROCEDURE

☆ ☆ ☆ Numerous community agencies offered their support to the experimental project schools. In some cases the agency contacted the schools. In other cases the schools contacted the agency. The assistance provided varied considerably, such as enrichment activities for selected students, funds for study trips, assistance in parent contacts, tutors, big brother projects, awards for scholarship, tickets to lectures and events, resource speakers, instructional materials, and books.

RESULT

☆ ☆ ☆ There was a definite increase in community understanding of the need for compensatory education when community groups participated. Funds and services were freely given. General support increased to back the schools in special programs and efforts. Coordination of agency projects sometimes became difficult since it involved additional man hours of already overworked staff members.

CONCLUSION

☆ ☆ ☆ Participation of community agencies in compensatory education programs is valuable. Staff time must be provided to assist in coordinating activities of participating agencies.

Example. The National Conference of Christians and Jews helped the project by providing the funds needed to finance seven study trips.

Example. The San Diego Junior League sponsored many study trips to historical sites for children in both the elementary and secondary schools.

Example. A community service organization provided special awards to project students whom teachers recommended as showing significant improvement. This was the first time this particular service organization had provided special incentives to encourage improvement in achievement. The organization is now planning to provide similar awards at the close of this school year.

Example. Selected project students met bi-weekly for a discussion of community-centered problems. A community agency representative assisted the project visiting teacher in conducting these meetings.

Example. The education subcommittee of the San Diego Urban League sponsored fifteen students from experimental classes in an enrichment project.

Example. The San Diego State College YWCA provided a group of students from the college who worked as tutors in the project.

COMPENSATORY EDUCATION

SAN DIEGO CITY SCHOOLS

PILOT PROJECT

BASIC ASSUMPTION 18 ☆ ☆ ☆

If we provide parent participation--preschool child classes through the adult education department in underprivileged areas, we can anticipate that the children will learn acceptable ways of acting toward people, of thinking about themselves, and of handling their feelings; that they will be better prepared lingually and culturally for beginning school experiences; and that their parents will gain increased knowledge in the understanding of the development and abilities of their children (Goals 2, 3, 5, and 6).

PROCEDURE ☆ ☆ ☆

Child-parent participation classes, which were free of charge, were begun in four schools located in underprivileged areas. The classes were held for children between the ages of 3 to 5 years. They met three days of the week in the mornings from 9:00 to 12:00. The mothers attended one evening meeting and one meeting during the day, each week.

RESULT ☆ ☆ ☆

Although the classes in three of the schools were successful, some difficulties were experienced in obtaining a teacher who not only was capable of speaking Spanish but also possessed the other necessary qualifications for the fourth school. Yet it is anticipated that more of these classes will be opened in the future, as teacher and parent enthusiasm is high. This is so in all of the areas where the classes were begun.

CONCLUSION ☆ ☆ ☆

Through the close cooperation of the home and the school in working with children of preschool age, great gains can be made. The parents are better able to understand children and become more effective in their guidance, and the children receive experiences which influence how they act in later life and help prepare them for a successful place in our American society.

Example. Children in the preschool classes participated in activities such as the following:

1. Learning how to play with children their own age.
2. Learning how to participate in activities.
3. Learning health habits in daily routines.
4. Learning about discipline and how to follow directions.
5. Learning to share songs, stories, and play equipment.
6. Learning to grow through new experiences.

Example. Parents learned:

1. Methods of guiding children.
2. About materials, equipment, books, etc.
3. About trust and understanding of children.
4. About child growth and personality.
5. Appreciation and understanding of their own children and of other children.

Example. A syllabus which outlined course content was given to each parent in the class to use as a guide for group discussions and observation periods. Specific information contained in the syllabus included references on such items as the following:

1. Guiding children.
2. The aggressive child.
3. The shy child.
4. Art for young children.
5. Books for children.
6. Music for young children.
7. Science activities for young children.
8. A guide to parents in helping the preschool and early-school-age child speak easily and distinctly.
9. Communicable disease outline.
10. Group plays.

SUMMARY OF CONCLUSIONS

The Compensatory Education Project in San Diego City Schools, according to all observers, participants and measures, has had a very successful beginning. Teachers, administrators, and parents involved in the project agree that much has been accomplished toward reaching the established goals.

It was the intent in establishing this program to attempt to alleviate some of the problems of children who live in what was identified as a culturally disadvantaged area; to provide children with the opportunity to successfully complete their education; and to give them the opportunity to lead successful lives as members of the American society.

Although these goals are being met by the program as currently established, there appear to be certain conclusions that can be drawn from the project which offer support for further recommendations.

1. Through intensive efforts of the staff to improve instructional programs, growth in communication skills can be substantially accelerated. Evidence thus far collected supports other studies showing that development of communication skills is a first priority in developing all basic skills.

2. A compensatory education program must provide for the educational, occupational, and cultural needs of students by providing a much wider variety of real and visual experiences than is usually provided by schools.

3. A successful compensatory education program requires large quantities of materials, specially developed to fill the experience void of compensatory youth. Concrete and audio-visual materials with high interest potential are needed. These needs must be clearly stated and proposed to publishers and producers for their assistance.

4. Study trips are an essential element in any successful compensatory program. These should be thought of in two dimensions--going out to see the community and bringing the community into the school.

5. Increased individual counseling and group counseling under the direction of qualified professional counselors are important components of a successful compensatory education program.

6. It is important in a compensatory program to provide outside speakers and performers with whom the students can identify and from whom students can receive stimulation.

7. There is a definite benefit in encouraging an experimental attitude toward attacking the instructional problems of compensatory education.

8. In-service education of the staff is essential and effective in improving instructional programs for compensatory children.

9. Extensive curriculum replanning and redevelopment is essential in compensatory education. Additional staff members are needed to coordinate, direct, and provide assistance to teachers as necessary. Teachers also need released time for replanning classroom programs.

10. Individual and group counseling provided by an appropriately qualified staff are essential elements in a successful compensatory program. Compensatory students require a more intensive and continuous program of guidance and counseling than do regular students.

11. Fewer and smaller classes are needed by teachers in order to provide the extensive amount of personal attention needed by compensatory students, and the extensive amount of curriculum replanning usually required in compensatory programs.

12. An increased resource staff in compensatory schools is effective and essential.

13. Adequate clerical assistance for the resource and teaching staff is essential in an effective compensatory education program.

14. Consideration should be given to paying qualified and effective compensatory teachers premium salaries on the basis of merit and added work load.

15. Although a great amount of effort is needed to work with parents and get them interested in improving themselves, it is well worth the effort—both for the parent and the child. To accomplish this, more trained counselors are needed.

16. Participation of community agencies in compensatory education programs is valuable. Staff time must be provided to assist in coordinating activities of participating agencies.

17. Preschool experiences are very valuable both to the parent and the child. Such experience is provided during the formative years of the children and the years parents are most interested in their children.